** 2015 Student Program Lesson Plan Template**

*For step-by-step help in completing this document, please see the accompanying guide.*

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| **Date:** |  | **Theme/Topic:** |  | | |
| **Age Range of Learners:** |  | **Targeted Performance Level:** |  | **Number of minutes** |  |

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| **Definition and Guiding Question** |

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| **LESSON** | **LEARNING EPISODE** |
| For the purpose of this STARTALK template a *lesson* is defined as a single learning experience typically lasting no more than sixty to ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans. | For the purpose of this STARTALK template a *learning episode* is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes. |

**Questions to Consider Before and During Lesson Planning**

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| **Do the activities in the lesson**   * give students a reason for needing to/wanting to pay attention and be on task? * provide sufficient opportunities for understanding new words before expecting production? * provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent? * provide students with an authentic purpose for using words and phrases? * engage all students (as opposed to just one or two students at a time)? * vary in the level of intensity and the amount of physical movement required? * make the learner, not the teacher, the active participant? * build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know? * make the best use of instructional time to maximize student learning? * take an appropriate amount of time considering the age of the learner? |

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| **STAGE 1: What will learners be able to do with what they know by the end of this lesson?** |

Top of Form

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| **DO**  *What are the learning targets/can-do statements for this lesson?* | **KNOW**  *What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?* |
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| **STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?** |

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| **What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?** |
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| **STAGE 3: What will prepare learners to demonstrate what they can do with what they know?** |

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| How will you facilitate the learning?  What activities will be used to ensure learners accomplish the lesson can-do?  What will **the teacher** be doing? What will **the students** be doing? | |
| **Opening Activity** | |
| *How can you capture the students’ energy and commitment for today’s lesson?* | Time: |
| **Learning Episode** | |
|  | Time: |
| **Learning Episode** | |
|  | Time: |
| **Learning Episode** | |
|  | Time: |
| **Learning Episode** |  |
|  | Time: |
| **Learning Episode** |  |
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Add additional learning episodes if necessary.

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| **Materials needed for this lesson** |

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| **Reflection/Notes to Self** |

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